Provincial Report

English 33

Grade 12 Diploma Examination

April 1984

Student Evaluation

Alberta
EDUCATION

84- 3782 /

Distribution: Officials of Alberta Education
School Principals
Superintendents of Schools
The Alberta Teachers' Association
Alberta School Trustees' Association
General Public Upon Request

TABLE OF CONTENTS

	PAGE
PREFACE	iii
ACKNOWLEDGMENTS	iv
CHAPTER 1: THE GRADE 12 DIPLOMA EXAMINATIONS PROGRAM	1
Introduction	1
General High School Diploma	1
Advanced High School Diploma	1
Awarding of Course Credits	1
Transitional Provisions	2
Award of Excellence	2
CHAPTER 2: EXAMINATION DESIGN, DEVELOPMENT, AND DESCRIPTION	3
Examination Design and Development	3
Examination Description	4
Part A: Written Response	4
Reporting Categories for Part A: Written Response	4
Part B: Reading (Multiple Choice)	6
Reporting Categories for Part B: Reading (Multiple Choice)	6
Taxonomic Levels for Part B: Reading (Multiple Choice)	6
CHAPTER 3: ADMINISTRATION OF THE EXAMINATION	9
CHAPTER 4: SCORING OF PART A: WRITTEN RESPONSE	11
Organization of Markers	11
Training	11
Marking	11
Reliability Reviews	12
Scale-by-Scale Assignment of Final Mark	12
Handling of Discrepant Papers	13
CHAPTER 5: RESULTS AND OBSERVATIONS	15
Total Examination Results	15
Standard-Setting	15
Relationship Between Examination Marks and School-Awarded Marks	16
Results for Part A: Written Response	17
Section I: Personal Response to Literature	17
Section II: Functional Writing	18
Section III: Critical Response to Visual Communication	19
Results for Part B: Reading (Multiple Choice)	20
Discussion of Selected Items	22
Summary of Observations	25
Total Examination	25
Part A: Written Response	25
Part B: Reading (Multiple Choice)	25
APPENDIX A: ENGLISH 33 WRITTEN-RESPONSE SCORING GUIDE	27
APPENDIX B: ENGLISH 33 SCORING SHEET	33
APPENDIX C: INDIVIDUAL MARKER PERFORMANCE REPORT	34

LIST OF TABLES

TABLE		PAGE
1	English 33 Diploma Examination Blueprint Part A: Written Response	5
2	Distribution of Passage or Stimulus Types	6
3	English 33 Diploma Examination Blueprint Part B: Reading (Multiple Choice)	8
4	Total Examination Results	15
5	Percentage Distribution of A's, B's, C's, and F's	16
6	Percentage Distribution of Scores on Section I	17
7	Percentage Distribution of Scores on Section II	18
8	Percentage Distribution of Scores on Section III	19
9	Results for Part B: Reading (Multiple Choice) (Raw Scores)	20
10	Item Response Frequencies	21

PREFACE

This report presents the provincial results of the English 33 Diploma Examination administered on January 17 (Part A) and January 27 (Part B) 1984. During this first administration, the English 33 Diploma Examination was written by 4746 students. This report is intended to provide more information about the examination development process, the examination itself, and the examination results.

ACKNOWLEDGMENTS

This first administration of the English 33 Diploma Examination was successful due to the concerted effort of all involved. Success would have been impossible without substantial contributions from many people, particularly the administrators, teachers, and students, who extended their full co-operation.

The technical expertise and advice received from the Examination Review Committee regarding design, development, and reporting have been particularly valuable in the implementation of this diploma examination. This Committee has representation from:

The Alberta Teachers' Association
The Conference of Alberta School Superintendents
The Universities' Co-ordinating Council
The Public Colleges of Alberta
Alberta Education

The contribution made by this group is gratefully acknowledged.

Lloyd E. Symyrozum
Director
Student Evaluation Branch

CHAPTER 1

THE GRADE 12 DIPLOMA EXAMINATIONS PROGRAM

Introduction

All Grade 12 students in Alberta are now required to write at least ONE diploma examination in order to receive a high school diploma. The Grade 12 Diploma Examinations Program, which is an integral part of the high school diploma requirements, is intended to develop and maintain excellence in educational standards through certification of academic achievement.

The Diploma Examinations Program consists of course-specific examinations that are based on the prescribed *Program of Studies for Senior High Schools* for the following Grade 12 (30-level) courses: English 30, English 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30.

Alberta Education issues two distinct high school diplomas: the General High School Diploma and the Advanced High School Diploma.

General High School Diploma

To earn a General High School Diploma, a student must obtain course credit in either English 30 or English 33, and obtain 100 credits distributed over courses as specified in the *Junior-Senior High School Handbook*. Some students who are working toward the general diploma may wish to obtain credits in other diploma examination courses (i.e., Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30). To obtain credits in these courses, a student must also write the appropriate diploma examination regardless of which type of diploma he wishes to receive.

Advanced High School Diploma

The Advanced High School Diploma represents achievement in an academic program that includes language arts (English), social studies, mathematics, and science. To earn an Advanced High School Diploma, a student must satisfy the current course and credit requirements for a General High School Diploma and obtain course credit in English 30, Social Studies 30, Mathematics 30, and ONE of Biology 30, Chemistry 30, or Physics 30.

Awarding of Course Credits

To obtain credit in any Grade 12 (30-level) course, a student must earn a final mark of 50% or better. To obtain credit in a Grade 12 (30-level) diploma examination course, a student must write the appropriate diploma examination and attain a final blended mark of 50% or better. The "final blended mark" is made up of 50% of the mark awarded by the school and 50% of the diploma examination mark. For example, a student taking English 33 might have a mark of 45% from his school and a mark of 57% on the diploma examination. This student's final mark is the average of the two marks, or 51%. He has therefore earned credits in English 33 because his final mark is over 50%.

Transitional Provisions

During the 1983-84 school year, Alberta Education will recognize all course credits earned prior to September 1, 1983, for the purpose of awarding the General High School Diploma.

Students who have completed partial requirements for the Advanced High School Diploma prior to September 1, 1983, and who are enrolled in Grade 12 courses during the 1983-84 school year, may apply any of the previously completed required diploma examination subjects toward a diploma, provided they have earned a final course mark of 50% or better in each subject.

Award of Excellence

When a candidate for an Advanced High School Diploma obtains a final average of 80% or higher on the four required diploma examination courses with not less than 65% in any one of these four required courses, he receives an Award of Excellence. This Award of Excellence is noted on the student's Advanced High School Diploma.

When a student writes two or three of the diploma examinations in the sciences (i.e., Biology 30, Chemistry 30, and Physics 30), the highest of these final course marks is used for diploma purposes and in the calculation of the average for the Award of Excellence.

CHAPTER 2

EXAMINATION DESIGN, DEVELOPMENT, AND DESCRIPTION

Examination Design and Development

There were four stages in the development of the English 33 Diploma Examination: preparation of curriculum and examination specifications, examination design, development and field-testing of questions, and selection of questions for the final examination.

The Curriculum Branch of Alberta Education prepared curriculum specifications that identified the major content areas, the specific objectives within each area, and the emphasis each is to receive in the classroom. The curriculum specifications were distributed to all school jurisdictions in the province in a document entitled *Diploma Examinations: Curriculum Specifications for English 33* (July 1983). The Student Evaluation Branch of Alberta Education selected, from the prepared curriculum specifications, a set of diploma examination specifications that formed the basis of evaluation given the limitations of a paper-and-pencil examination design. These diploma examination specifications constitute Section C of the *Curriculum Specifications for English 33*.

The Student Evaluation Branch, in consultation with language arts supervisors and consultants and with classroom teachers, then designed the English 33 Diploma Examination. The examination design, complete with blueprints, scoring guides, and sample questions, was distributed to all school jurisdictions in the province in *Student Evaluation Branch Bulletin: Volume 3, Number 3: Grade 12 Diploma Examinations Program: English 33* (September 1983).

Under the supervision of the Student Evaluation Branch, examination questions were developed by English 33 teachers from all parts of the province, field-tested, and revised. Questions were designed to reflect the reading, writing, and viewing objectives outlined in the diploma examination specifications.

The final examination was constructed from those questions that best reflected curricular intent and examination design. It was reviewed by a committee of classroom teachers who estimated difficulty levels for each question and suggested revisions. The target mean for the English 33 Diploma Examination was set at 65%. The final draft was approved by an Examination Review Committee consisting of representatives from several stakeholder groups (two Grade 12 English teachers representing The Alberta Teachers' Association; one member each from the Conference of Alberta School Superintendents, the Universities Co-ordinating Council, and the Council of Presidents, Public Colleges of Alberta), and representatives of the Curriculum Branch, the Student Evaluation Branch, and the Regional Offices of Alberta Education. The Examination Review Committee checked the draft for content validity, accuracy, and technical merit. Changes to the examination recommended by the committee were made.

Examination Description

The English 33 Diploma Examination consisted of two parts: Part A: Written Response, worth 50% of the total diploma examination score, and Part B: Reading (Multiple Choice), also worth 50% of the total score.

Part A: Written Response

Part A: Written Response consisted of three sections. Section I: Personal Response to Literature required the student to read a short selection that served as a stimulus for a personal or reflective response. It was worth 50% of the mark awarded for Part A: Written Response or 25% of the total mark for the English 33 Diploma Examination. Section II: Functional Writing required the student to nominate someone for a citizenship award and to convince an awards committee that the person being nominated should receive the award. This section was worth 30% of the mark awarded for Part A or 15% of the total mark for the examination. Section III: Critical Response to Visual Communication required the student to answer three questions about a cartoon. The student's answers were required to be in paragraph form. This section was worth 20% of the mark awarded for Part A or 10% of the total mark for the examination.

Students were allowed to use a dictionary and a thesaurus. In sections I and II, suggestions for writing were given and space was provided for planning activities and for rough work. Students were allotted two and one-half hours to write Part A: Written Response.

Reporting Categories for Part A: Written Response

To provide information about student writing that is meaningful, it is necessary to examine students' responses in terms of writing components or factors that can be used as reporting categories. Factors evaluated in Section I: Personal Response to Literature were: Thought and Detail -- the content present in the student's writing, the concepts and ideas presented, and specific detail selected to support these ideas; Organization -- the coherent development of a unified theme or thesis through an appropriate method of organization; Matters of Choice -- the style of writing used by the student, choices of words and syntactic structures used to give emphasis and effectiveness to writing; and Matters of Convention -- the mechanics of writing; conventions of spelling, punctuation, and grammar. Factors evaluated in Section II: Functional Writing were Thought and Detail, Matters of Choice, and Matters of Convention. Those evaluated in Section III: Critical Response to Visual Communication were Thought and Detail and Matters of Convention. The design of Part A: Written Response is given in Table 1 on page 5.

Table 1
English 33 Diploma Examination Blueprint
Part A: Written Response

TEST SECTION	REPORTING CATEGORY (Scoring Guide)	CROSS-REFERENCE TO ENGLISH 33 STATEMENT OF CONTENT*	DESCRIPTION OF WRITING ASSIGNMENT(S)	PROPORTION OF TOTAL MARK (%) BY REPORTING CATEGORY	PROPORTION OF TOTAL MARK (%) BY TEST SECTION
PERSONAL RESPONSE TO LITERATURE	THOUGHT AND DETAIL** The student should be able to present meaningful ideas and support these ideas with specific detail.	Concepts 1,3,4,6, 7,8,9,12	The writing assignment requires the student to read a short literary selection that serves as a stimulus for a personal or reflective response.	10%	25%
	ORGANIZATION The student should be able to develop coherently a unified theme or thesis through an appropriate method of organization.	Concepts 2,3,4		5%	
	MATTERS OF CHOICE The student should be able to use words and syntactic structures correctly and effectively.	Concept 3		5%	
	MATTERS OF CONVENTION The student should be able to communicate clearly by adhering to conventions that are appropriate to written expression.	Concept 3		5%	
FUNCTIONAL WRITING	THOUGHT AND DETAIL The student should be able to identify his audience and purpose for writing and select appropriate details in terms of audience and purpose.	Concepts 1,3,4,5	The writing assignment is functional in nature (a nomination for a citizenship award) and requires the student to write within a given situation or context.	10%	15%
	MATTERS OF CHOICE, MATTERS OF CONVENTION The student should be able to communicate clearly, effectively, and correctly in writing.	Concepts 2,3,4,5		5%	
CRITICAL RESPONSE TO VISUAL COMMUNI-CATION	THOUGHT AND DETAIL The student should be able to understand and evaluate the form and content of visual communication and demonstrate this understanding in writing.	Concepts 1,3,4,5,13, 14,16,17	Writing assignments are connected to a cartoon, and require the student to write about main ideas, techniques of communication, and personal reactions.	5%	10%
	MATTERS OF CONVENTION The student should be able to communicate clearly and correctly in writing.	Concepts 2,3,4,		5%	
PROPORTION OF TOTAL MARK (%)				50%	50%

* Program of Studies for Senior High Schools, p. 152(i)-152(v) and the Senior High School Language Arts 1982 Curriculum Guide, pp. 12-20.

** Many of the reading concepts present in the English 33 Statement of Content are dealt with in the reporting category headed THOUGHT AND DETAIL in the test section PERSONAL RESPONSE TO LITERATURE. The student has the opportunity, while writing Part A: Written Expression, to construct his own response to literature and deal with concepts also tested in Part B: Reading (Multiple Choice).

Part B: Reading (Multiple Choice)

Part B: Reading (Multiple Choice) consisted of 65 items based on 9 reading passages or sets of information.* Information on the numbers and types of stimuli on Part B is presented in Table 2.

Table 2

Distribution of Passage or Stimulus Types

Passage or Stimulus Type	Number of Passages or Sets of Information	Number of Items
Modern Drama	1	9
Fiction	2	15
Non-fiction	2	17
Poetry	2	11
Information Sets	2	13
Totals	9	65

Students were allotted two hours to write Part B. Use of a dictionary and thesaurus was not allowed.

Reporting Categories for Part B: Reading (Multiple Choice)

Items were grouped into four reporting categories or subtests: Meanings (25 items), Relationships of Form and Content (8 items), Human Experience and Values (19 items) and Life Skills (13 items). Each reporting category required a minimum of six items to achieve statistical reliability. Table 3 on page 7 shows which items made up each of the reporting categories. In addition, Table 3 gives the proportion of the total examination mark assigned to each reporting category or subtest.

Taxonomic Levels for Part B: Reading (Multiple Choice)

A further design consideration affecting the development of Part B was taxonomic level. Items were classified according to three taxonomic levels: Literal Understanding (11 items), Inference and Application (43 items), and Evaluation (11 items). By considering taxonomic level when developing an examination, the Student Evaluation Branch attempts to ensure that a variety of mental activities will be used by students as they write the examination. Items listed under Literal Understanding are expected to be answered using skills of recognition and recall; those listed under Inference and Application are expected to elicite skills of analysis, interpretation, synthesis, and application of knowledge; and items listed under Evaluation are expected to draw forth judgmental skills.

---

*Sets of information include an advertisement and letter of application, and information associated with planning for a trip to Europe.

Since there is no way of knowing for certain what skills have been applied by a particular student or group of students when answering a particular examination item, results have not been reported in this document in terms of taxonomic level. Nonetheless, taxonomic level was an important design consideration in the development of the English 33 Diploma Examination.

Table 3 shows how many items from each reporting category have been placed within each taxonomic level. In addition, Table 3 gives the proportion of the total examination mark assigned to each taxonomic level.

Table 3
English 33 Ddploma Examination Blueprint
Part B: Reading (Multiple Choice)

REPORTING CATEGORY	CROSS-REFERENCE TO ENGLISH 33 STATEMENT OF CONTENT*	TAXONOMIC LEVEL			PROPORTION OF TOTAL MARK (%) ***
		LITERAL UNDERSTANDING	INFERENCE AND APPLICATION	EVALUATION	
1. Meanings The student should be able to distinguish between major and minor events and ideas; and to understand and interpret subject, purpose, theme, thesis, and supporting details of selections.**	Concepts 6,7,8,10,12,13,16	12,21,29,33,36, 43, 56 (7 items)	3,11,14,24,26,30 32,35,40,42,44, 45,60,61,62,63 (16 items)	34,38 (2 items)	19.5% (25 items)
2. Relationships of Form and Content The student should be able to understand and interpret the organization used, point of view, mood, and tone of literary and non-literary materials. The student should be able to evaluate how the impact of a work is affected by its organization, point of view, mood, and tone.	Concepts 6,8,10,13,14,16,17	41 (1 item)	2,4,18,25,37,64 (6 items)	17 (1 item)	6% (8 items)
3. Human Experience and Values The student should be able to understand and interpret a character's relationships, personality traits, and motivation. Through literature, the student should be able to understand and interpret human experience and values.	Concepts 6,7,8,9,13,14,16,17	--	1,5,13,16,20,22,23 27,28,54,55,57,65 (13 items)	15,19,31,39,58, 59 (6 items)	14.5% (19 items)
4. Life Skills The student should be able to find and organize information for a specified purpose. The student should be able to evaluate information in terms of his purpose.	Concepts 6,7,11,12,13,16	47,49,53 (3 items)	6,7,8,9,10,46,48, 51 (8 items)	50,52 (2 items)	10% (13 items)
PROPORTION OF TOTAL MARK (%)***		8.5% (11 items)	33% (43 items)	8. 5% (11 items)	50% (65 items)

* Program of Studies for Senior High Schools, p. 152(ii)-152(iii), and Senior High School Language Arts 1982 Curriculum Guide, pp. 13-16.

** The examination presents a variety of selections from fiction, non-fiction (literary and functional), poetry, and modern drama.

*** Part A: Written Response and Part B: Reading (Multiple Choice) each contributed 50% to the total examination mark.

CHAPTER 3

ADMINISTRATION OF THE EXAMINATION

In December 1983, the Student Records and Computer Services Branch of Alberta Education received Confirmation of Registration lists from principals of all high schools in Alberta with students registered in Grade 12. Principals were asked to verify the registration of students in diploma examination courses within their schools and to indicate any changes in registration that might have occurred. These verified lists allowed Alberta Education, through the Student Evaluation Branch, to estimate numbers of examinations required for each diploma examination course for each school. It also allowed answer sheets and scoring sheets to be prepared with specific student and school identification information.

Also in December 1983, each superintendent and high school principal was sent a copy of the document entitled *Guidelines and Procedures for Administering the Grade 12 Diploma Examinations: January 1984 Administration*. This document included explanations of the duties and responsibilities of the various parties involved in administering the examinations (the school jurisdiction, the school principal or Chief Presiding Examiner, and the Presiding Examiner). In addition, information about security of the examinations, confidentiality of students' answers, exceptional cases, and examination rules was included.

After the examinations were printed, they were placed in school packages by subject according to the Confirmation of Registration list that had been verified by the principal. Each school was sent an extra number of examinations -- approximately 10% more than the list indicated.* This allowed for changes in registration and provided for mature students -- persons at least 19 years old as of September 1, 1983, who had been out of school for at least eight consecutive months after their 18th birthday. Mature students were allowed to write any diploma examination for 100% of the final mark without being currently enrolled in the course.

A package of verified copies of the diploma examinations was also prepared for each Chief Presiding Examiner (high school principal). In addition, Chief Presiding Examiner's kits (one per school) and Presiding Examiner's kits (approximately one for each 30 students in the school) were prepared. The Chief Presiding Examiner's kit and the Presiding Examiner's kits contained specific instructions necessary to ensure reliable administration of the examinations. These kits also contained a copy of the Examination Rules.

All of this material -- the packages of examinations, the verified copies, the Chief Presiding Examiner's kits, and Presiding Examiner's kits -- was sent to the central office of each school jurisdiction in Alberta in early January 1984 for dissemination to schools.

---

*All high schools with students registered in Grade 12 received a minimum of three extra copies of each diploma examination to be kept on file in the school as information for teachers and students.

School jurisdictions were responsible for delivering examination materials to schools before the administration dates. In the case of the English 33 Diploma Examination, Part A: Written Response was administered between 9:00 a.m. and 11:30 a.m. on Tuesday, January 17, 1984, and Part B: Reading (Multiple Choice) was administered between 9:00 a.m. and 11:00 a.m. on Friday, January 27, 1984. School jurisdictions were responsible for keeping the examinations secure prior to administration and for supervising the collection of examination materials from schools after administration.*

Examinations were returned to Alberta Education in the following manner. School jurisdictions in Zones 1, 4, 5, and 6 returned materials as directed by their Regional Offices of Education. Jurisdictions in Zones 2 and 3 returned materials directly to the Student Evaluation Branch receiving area at the Legislature Annex, 9718 - 107 Street, Edmonton. At the Legislature Annex, the examinations from each school were checked against their respective Lists of Candidates and prepared for marking.

---

*Grade 12 diploma examinations written by students enrolled in category I private schools were administered through their Acting Superintendents -- usually Regional Office of Education personnel.

CHAPTER 4

SCORING OF PART A: WRITTEN RESPONSE

Organization of Markers

A marking centre was established in Edmonton on the fourth floor of the Legislature Annex. Seventy-four teachers from across the province of Alberta spent approximately one week (January 30, 1984 to February 3, 1984) marking Part A: Written Response. To qualify for marking, each teacher had to have a valid permanent Alberta teaching certificate, had to have taught English 33 for at least two years, and had to be currently teaching English 33.

The 74 markers were divided into 15 groups (14 groups of 5 and 1 group of 4) to facilitate the administration of marking. Each group was headed by a group leader who was responsible for helping to train the group of markers and to conduct reliability reviews (see also page 12). The 15 group leaders and six other English 33 markers were brought to the marking centre for an initial meeting with Student Evaluation Branch personnel on Saturday, January 28, 1984, to respond to the scoring guides (see Appendix A, page 27) that had been prepared; to read, discuss, and come to a consensus about the quality of papers selected for training purposes; and to participate in a standard-setting exercise.

Training

On Monday, January 30, 1984, the 74 markers met at the Legislature Annex. Most of the first morning was used for training the 74 markers. The training began in plenary session with an overall review of a marker's manual, a copy of which had been provided for each of the markers. The criterion-referenced scoring scales for Sections I and II of Part A: Written Response and the key to Section III were presented to the markers. Markers then regrouped into their 15 small groups to read and discuss four papers that had been selected for training purposes. Group leaders led the discussion and later, again in plenary session, reported on the opinions of their groups. Also, during this last plenary session, the mechanics of the marking procedure (paper flow and filling of forms) were explained to the markers.

Marking

The remainder of the week was used to evaluate student papers independently. In addition, volunteers remained for evening marking sessions on Wednesday, February 1, 1984, and Thursday, February 2, 1984. Volunteers also remained for a "clean-up" session on Saturday, February 4, 1984.

Before papers were made available to the markers, student identification information was removed, and the papers were placed in bundles of eight. Bundles were placed in five batches of approximately equal size. Batches of papers were processed one at a time so that discrepant papers could be identified and pulled for remarking. When marking any paper, the markers had no way of knowing for certain the identity of the student who wrote it, or the student's school. Markers were instructed to refer to their group leader any paper in which personal knowledge of the student was suspected.

All papers were given three independent markings. A marker would take a bundle of papers from a table labelled "Unmarked Papers" and check the back cover of each paper in the bundle to make certain he had not yet read any of the papers. He would then return to his marking station and independently mark each of the papers in the bundle by applying the criterion-referenced scales and the key shown in Appendix A. The marker would assign a mark of 1 (low) to 5 (high) on each scale to be applied to Sections I and II of the paper. He would then assign appropriate marks for content to the three questions in Section III and would assign a mark for Matters of Convention for all three questions in Section III taken together. All of this information was placed by the marker on a machine-scorable sheet. (See Appendix B, page 33.) The marker would place his marker number on the back cover of each paper in the appropriate box and return the bundle of papers to another table labelled "Marked Papers." The process would then be repeated.

Reliability Reviews

Reliability of results was of prime concern during the marking sessions. Because of this, reliability review sessions were conducted twice daily -- at 10:00 a.m. and at 2:00 p.m. At these sessions, all markers were given identical papers to read and to mark independently. Then, the group leaders recorded their marks. Each group then discussed the two papers scale by scale, with the discrepant or divergent markers on a particular scale speaking first. At the end of the reliability review, group leaders forwarded their recorded marks to Student Evaluation Branch personnel, who then tallied all marks and posted the distribution of marks for that session. This information provided useful feedback for monitoring the application of the scoring guides by the markers. Group membership changed at each of the eight different reliability review sessions.

As a further check on reliability, markers were given two individual performance reports -- one on Wednesday, February 1, 1984, and one on Friday, February 3, 1984. These performance reports gave information on numbers of papers marked by an individual and the percentage of these papers requiring rescoring because of discrepancy. The reports also informed individual markers of the percentage of scores on each of the scale points (0 to 5) they were assigning for each scale. In addition, markers were shown the frequency and direction of each discrepancy on each scale. Using the performance reports, each marker could compare his own performance with that of the group of 74 markers as a whole. A sample performance report is presented in Appendix C, page 34.

Scale-by-Scale Assignment of Final Mark

Once each of the papers from a batch had received three markings, their scoring sheets (see Appendix B, page 33) were scanned and the results determined by a computer. The computer was programmed to assign the median mark for each scale as the final mark.

If, for example, the first marker had awarded a particular paper a 3 for Thought and Detail on Section I, the second marker a 2, and the third a 4, the computer would have assigned that paper the median mark of 3 for that particular scale. In this case, the marks given by the second and third

markers (2 and 4) would have been considered divergent, since they each differed from the median mark by one scale point. If, on the other hand, the first marker had awarded a 4, the second a 4, and the third a 2, the computer would have assigned the median mark of 4 for the scale. In this second case, the marks given by the first two markers would have been in agreement (both 4's), but the mark given by the third marker (2) would have been considered discrepant, since it differed from the median mark by more than one scale point.

Handling of Discrepant Papers

Discrepancy on one scale alone was not enough to require a fourth marking for any paper. If, however, a number of scales on a particular paper were discrepantly marked by the first three readers, that paper was considered to be discrepant and was given a fourth marking. Marks assigned during the fourth marking had to fall within the range of marks that had been established by the first three markers. If, for example, the first marker had awarded the paper a 1 on a particular scale, the second marker a 3, and the third marker a 3, the fourth marker could award the paper a 1, a 2, or a 3 on this same scale. The fourth marker could not go outside the set range of marks to assign the paper a 0, a 4, or a 5 on that scale.

CHAPTER 5

RESULTS AND OBSERVATIONS

Total Examination Results

The results of the English 33 Diploma Examination are summarized in Table 4. The average mark for all students for the total examination was 63.7%, very close to the target mean of 65.0%. Students achieved an average of 32.3 marks out of 50 on Part A: Written Response, and an average of 31.4 marks out of 50 on Part B: Reading (Multiple Choice).

Table 4

Total Examination Results

	Mean	Standard Deviation
Total Examination	63.7%	10.7
Part A: Written Response	32.3	5.9
Part B: Reading (Multiple Choice)	31.4	6.4

Standard test statistics indicate that the multiple-choice section has a satisfactory level of reliability for a test measuring a broad range of concepts and skills. The KR-20 coefficient for the multiple-choice portion of the examination was 0.818.

Standard-Setting

Every effort was made to design an English 33 diploma examination that would be a valid and reliable measure of what students can be expected to know as a result of instruction in this course. A specific standard or level of expectation inherent in the examination was established through careful test development procedures. To ensure that each form of examination administered in 1984 will be parallel to each other, the Student Evaluation Branch has adopted a process of standard-setting. One way to review the standards inherent in each examination is to involve classroom teachers in making judgments about the difficulty of the examination.

The teachers who marked the written-response portion of the examination reviewed the difficulty level of each question in terms of a borderline passing student (who merits 50%), a borderline "B" student (who merits 65%), and a borderline "A" student (who merits 80%). After teachers gave their initial judgements on question difficulty, they were given information about the actual distribution of students' examination marks. They were then given the opportunity to modify their judgements.

In English 33, teachers suggested that a slightly larger number of students should receive A's and B's than in the actual distribution, and that a slightly smaller number should receive C's and F's. However, teachers' suggestions were so close to the actual distribution of marks in English 33 that it was decided to accept the actual distribution as the standard.

Relationship Between Examination Marks and School-Awarded Marks

The averages for examination marks, school-awarded marks, and final blended marks were 63.7%, 59.1%, and 61.9% respectively. The percentages of students receiving A's, B's, C's, and F's is given in Table 5.

Table 5

Percentage Distribution of A's, B's, C's, and F's

Letter Grade	Examination Mark	School-Awarded Mark	Final Blended Mark*
A (80-100%)	5.7	3.1	2.1
B (65-79%)	43.4	29.0	36.8
C (50-64%)	42.9	53.4	55.0
F (0-49%)	8.0	14.5	6.1

*These final blended marks include the marks of students who did not receive BOTH a school-awarded mark and an examination mark for various reasons (see pages 1 and 2).

The correlation between examination marks and school-awarded marks was 0.36, indicating that a relatively weak relationship exists between these two types of marks. It is normal, however, to expect differences between the two marks because the examination mark is limited to reflecting achievement only in those objectives in English 33 that can be examined by a paper-and-pencil test, while the school-awarded mark reflects achievement in listening, speaking, viewing, and all other course objectives. The school-awarded mark also reflects work completed by the students.

Results for Part A: Written Response

The results for Part A: Written Response are given in tables 6, 7, and 8. The three tables examine, in turn, the three different sections of Part A.

Section I: Personal Response to Literature

Table 6

Percentage Distribution of Scores on Section I

Score (Scale Points)	Reporting Category			
	Thought and Detail	Organization	Matters of Choice	Matters of Convention
5 (Proficient)	2.2	2.5	2.3	5.1
4 (Capable)	26.3	33.8	23.1	36.1
3 (Adequate)	56.1	56.6	60.2	42.5
2 (Limited)	13.9	6.3	12.3	12.9
1 (Poor)	1.1	0.3	1.6	2.9
0 (Insufficient)	0.5	0.5	0.5	0.5

Observations regarding the results for Section I: Personal Response to Literature are as follows: For Thought and Detail, 84.6% of the students scored at an Adequate level or better (received scores of 3, 4, or 5), and 15.0% of the students scored Limited or Poor (received scores of 2 or 1). For Organization, 92.9% of the students scored Adequate or better, and 6.6% scored Limited or Poor. For Matters of Choice, 85.6% of the students scored Adequate or better, and 13.9% scored Limited or Poor. For Matters of Convention, 83.7% of the students scored Adequate or better, and 15.8% scored Limited or Poor. Only 0.5% of the students did not attempt Section I, or produced compositions that were considered to be insufficient for marking purposes or were off-topic.

Section II: Functional Writing

Table 7

Percentage Distribution of Scores on Section II

Score (Scale Points)	Reporting Category		
	Thought and Detail	Matters of Choice	Matters of Convention
5 (Proficient)	1.5	1.0	4.2
4 (Capable)	20.6	17.2	33.0
3 (Adequate)	56.2	63.7	44.7
2 (Limited)	19.0	15.4	13.9
1 (Poor)	1.6	1.7	3.2
0 (Insufficient)	1.1	1.1	1.1

Observations about the results for Section II are as follows: For Thought and Detail, 78.3% of the students scored at an Adequate level or better (received scores of 3, 4, or 5), and 20.6% of the students scored Limited or Poor (received scores of 2 or 1). For Matters of Choice, 81.9% of the students scored Adequate or better, and 17.2% scored Limited or Poor. For Matters of Convention, 81.9% of the students scored Adequate or better, and 17.1% scored Limited or Poor. Just over 1.0% of the students did not attempt Section II, or produced compositions that were considered to be insufficient for marking purposes or were off-topic.

Section III: Critical Response to Visual Communication

Table 8

Percentage Distribution of Scores on Section III

Score*	Reporting Category				
	Thought and Detail			Writing Skills	
	Question #1	Question #2	Question #3	Score (Scale Points)	Matters of Convention
				5 (Proficient)	3.6
4	58.5			4 (Capable)	31.3
3	14.8	46.4	45.4	3 (Adequate)	47.7
2	18.9	40.9	22.8	2 (Limited)	13.8
1	3.6	7.2	14.9	1 (Poor)	2.9
0	4.2	5.5	16.9	0 (Insufficient)	0.7

*Maximum score for Question #1 was 4; maximum score for Questions #2 and #3 was 3.

Observations about the results for Section III are as follows: For Thought and Detail in question #1, 58.5% of the students scored full marks (4 out of 4), 14.8% scored 3 marks, 18.9% scored 2 marks, 3.6% scored 1 mark, and 4.2% of the students received no marks. For Thought and Detail in question #2, 46.4% of the students scored full marks (3 out of 3), 40.9% scored 2 marks, 7.2% scored 1 mark, and 5.5% of the students received no marks. For Thought and Detail in question #3, 45.4% of the students scored full marks (3 out of 3), 22.8% scored 2 marks, 14.9% scored 1 mark, and 16.9% of the students received no marks. For Writing Skills (Matters of Convention) in Section III, 82.6% of the students scored Adequate or better (received scores of 3, 4, or 5), 16.7% of the students scored Limited or Poor (received scores of 2 or 1), and 0.7% of the students produced writing considered to be insufficient for marking purposes.

Results for Part B: Reading (Multiple Choice)

The results for Part B: Reading (Multiple Choice) by reporting category are presented in Table 9. It is important to note that two items (# 36 and # 38) from the first reporting category, Meanings, were deleted from Part B. This meant that the 50% of the total mark for the English 33 Diploma Examination assigned to Part B was calculated from a possible maximum raw score of 63. Discussion of items 36 and 38, and of other selected items, follows later in this report.

Table 9

Results for Part B: Reading (Multiple Choice)
(Raw Scores)

Reporting Category	Mean	Standard Deviation
1. Meanings (23 items)	13.6	3.6
2. Relationships of Form and Content (8 items)	4.5	1.6
3. Human Experience and Values (19 items)	12.5	3.0
4. Life Skills (13 items)	8.9	1.9

For Meanings, all students scored an average of 13.6 items correct out of a possible total of 23, or 59.1%. For Relationships of Form and Content, students averaged 4.5 items correct out of a possible total of 8, or 56.3%. For Human Experience and Values, students averaged 12.5 items out of 19, or 65.8%, and for Life Skills, students averaged 8.9 items out of 13, or 68.5%.

Although performance in the different reporting categories shows some variation, these scores are not directly comparable. The sets of items that make up each reporting category were not selected to be equal in average level of difficulty. Thus, differences may be due to variations in item difficulty rather than in student performance. In combination with jurisdiction results, however, the norms can be used to detect patterns of relative strength or weakness in achievement.

Item response frequencies for all 65 items appearing on Part B: Reading (Multiple Choice) are presented in Table 10.

Table 10

Item Response Frequencies

Item	Key	Distribution of Responses in % A	B	C	D
1	C	18	12	59	11
2	B	9	77	6	8
3	C	3	5	88	4
4	B	22	67	6	5
5	B	17	69	8	6
6	A	89	5	2	4
7	C	6	4	86	4
8	A	76	22	1	1
9	A	43	13	34	10
10	B	9	81	4	6
11	B	14	45	21	20
12	A	58	14	8	20
13	C	21	12	66	1
14	D	8	2	7	83
15	B	13	54	6	27
16	A	72	11	8	9
17	D	13	13	12	62
18	A	59	9	19	13
19	B	14	64	9	13
20	A	79	4	2	15
21	D	2	14	2	82
22	A	94	2	1	3
23	D	20	11	7	62
24	B	1	59	14	26
25	B	4	40	3	53
26	B	13	52	5	30
27	C	13	11	51	25
28	D	10	19	9	62
29	D	18	3	10	69
30	D	5	13	9	73
31	C	15	20	61	4
32	B	20	47	7	26
33	A	26	15	50	9
34	A	66	18	14	2
35	B	7	65	12	16
36*	D	20	8	17	55
37	C	32	16	42	10
38*	C	10	23	32	35
39	B	18	73	3	6
40	C	10	17	39	34
41	D	18	24	2	56
42	D	20	22	30	28
43	D	17	2	4	77
44	B	16	49	6	29
45	B	14	48	25	13
46	A	51	25	8	16
47	C	2	5	92	1
48	B	1	78	1	20
49	D	5	12	28	55
50	B	7	49	6	38
51	C	4	19	75	2
52	D	2	11	60	27
53	B	7	86	3	4
54	D	7	9	27	57
55	B	6	90	3	1
56	D	17	1	19	63
57	A	72	10	4	14
58	B	5	72	6	17
59	B	7	38	19	36
60	D	3	3	14	80
61	D	16	10	21	53
62	D	29	7	5	59
63	C	19	11	46	24
64**	C	15	27	49	8
65**	B	15	55	19	10

N = 4804

*Items 36 and 38 were deleted from the examination. This meant that the 50% of the total examination mark contributed by Part B: Reading (Multiple Choice) was calculated out of a possible raw score of 63. Item response frequencies for items 36 and 38 are based on an early sample (N = 505).

**Totals do not add to 100 because approximately 1% of the students did not respond to items 64 and 65.

Totals may not add to 100 due to rounding.

Discussion of Selected Items

Item 1 pertained to a short poem by David Allan Evans entitled "Neighbors."

1. The speaker suggests that the woman's facial features are

   A. indistinct
   B. flat
   C. sharp
   D. expressive

Table 10 shows that 18% of the students chose alternative A as the right answer, 12% chose alternative B, 59% chose alternative C, which is the keyed response, and 11% chose alternative D. This particular item was of average difficulty.

Item 25 was considerably more difficult. It pertained to an excerpt from the play *For Every Man an Island*, by Helen Porter.

25. This play is intended to be presented as a

   A. television program
   B. radio drama
   C. movie film
   D. live stage play

Four per cent of the students chose alternative A as the correct answer, and 40% chose alternative B, which was the keyed response. Three per cent chose alternative C, and 53% chose alternative D -- more than had chosen the keyed response. It appears that many students missed the sound directions indicating that the play was intended to be produced on radio, despite the fact that explicit stage directions in the text of the play referred only to sounds, and despite the fact that those directions about sounds were printed in capital letters and double-spaced so that they would be clearly visible. It is possible that students did not refer to the text of the play when answering item 25.

Item 33 also proved to be quite difficult for students. It pertained to an article entitled "The Country Auction" from *Harrowsmith* magazine.

33. One seldom finds an outstanding bargain at an auction because

   A. many dealers and collectors are present
   B. many people bid on the same items
   C. the auctioneer knows the acceptable price of each item
   D. true value is very rare in today's economy

Twenty-six per cent of the students chose alternative A, which was the keyed response, 15% of the students chose alternative B, 50% chose alternative C, and 9% chose alternative D. This item discriminated well, however, and an examination of the *Harrowsmith* article clearly demonstrates that alternative A is the correct response. One possible explanation is that students did not take time to re-scan the article before answering, and chose alternative C because it seemed a plausible cause for the effect given in the item's stem.

Items 36 and 38, also pertaining to the article from *Harrowsmith*, were deleted from Part B: Reading (Multiple Choice) before students' marks were calculated. Item 36 appeared on the examination as follows:

36. To get a reasonable bargain at an auction, a person should

A. wait for the lowest price, then double it
B. first bid a ridiculously low sum
C. let the bidding drag, then raise it a dollar at a time
D. know values and bid confidently

Although this item was only slightly more difficult than average, with 55% of the students choosing the keyed response (alternative D) as the correct answer, close examination of the item statistics, and of the item itself, revealed that the item contained two right answers. The following paragraph from the *Harrowsmith* article indicates that both alternative A and alternative D are correct answers:

> "So the best way to get a good deal is to know what an item is worth and then just throw your bid right in. Say I start the bidding at $50; you can bet that's pretty close to what the article's worth. Maybe I'll have to drop it to $20 before someone bids. Soon as that happens throw in your bid at $40. You'll scare people away and still get a good buy. If I can keep the bidding going up a dollar or so at a time I'll have sold the item for $75 before you know it. . . ."

The auctioneer states that "the best way to get a good deal is to know what an item is worth and then just throw your bid right in." In other words, "know values and bid confidently" -- alternative D. The auctioneer goes on to say, however, that throwing a bid in at $40 immediately after someone has opened the bidding at $20 will "scare people away" and result in a "good buy." In other words, he is advising auction-goers to "wait for the lowest price, then double it" -- alternative A. Item 36 was deleted because of the two acceptable answers.

Item 38 appeared on the examination as follows:

38. The MAIN purpose of this essay is to

A. recreate the rural atmosphere of auctions
B. analyze the psychological make-up of auction-goers
C. offer advice about auctions to potential buyers
D. examine the character of a country auctioneer

Ten per cent of the students chose alternative A, 23% chose alternative B, and 32% chose alternative C, which is the keyed response. Alternative D was chosen by 35% of the students. In addition, this item discriminated poorly. In fact, it discriminated <u>against</u> those students whose achievement was high on the other items in Part B. This item was intended to elicit evaluation skills and was constructed to be a "best answer" rather than a "correct answer" type. However, because all four functions mentioned in the four alternatives are present in the *Harrowsmith* article, and because the right answer is not clearly defined, students had undue difficulty with this question. For these reasons, item 38 was deleted.

Item 52 was another item that proved to be difficult for the students. It pertained to a set of materials on planning for a trip to Europe, and appeared on the examination as follows:

52. Robin wants to use public transit systems to get to major cultural attractions in large cities. Her **BEST** source of information is

A. T
B. U
C. W
D. Y

Two per cent of the students chose alternative A, and 11% chose alternative B. Neither of these sources mention public transit. Sixty per cent of the students chose alternative C, which does not mention public transit, but does contain an illustration of a tour bus as part of an advertisement for conducted tours of Europe. Only 27% of the students chose alternative D, the keyed response, which had the words "public transportation" included in the text.

Many of the items on Part B were relatively easy. Item 55, for example, asked the student to determine the meaning of a word included in an excerpt from the short story "Mrs. Golightly and the First Convention," by Ethel Wilson. It appeared as follows:

55. In line 9, the narrator describes Mr. Golightly as being very "extroverted." This means he is

A. busy
B. outgoing
C. unthinking
D. nervous

Six per cent of the students decided that the word "extroverted" meant "busy," and chose alternative A. Fully 90% chose alternative B, which is the keyed response. Three per cent chose alternative C, and 1% chose alternative D. Two factors combine to make this an easy item. First, it is likely that many students already knew the meaning of the word "extroverted" and treated the item as a discrete question -- one to be answered without reference to the excerpt. Second, the sentence in which the word appears in the excerpt contains strong contextual clues. Students who were uncertain of the meaning of the word "extroverted" could find ample reason from the excerpt to choose the keyed response.

Summary of Observations

Total Examination

Achievement on the English 33 Diploma Examination was generally regarded as acceptable by teachers involved in the examination development and marking process. The actual examination mean of 63.7% closely approximates the target mean of 65.0%. In addition, the fact that only 8.0% of the students writing the examination scored less than 50% suggests that students are successfully learning those concepts and skills covered by the English 33 Diploma Examination. It should be noted, however, that there were few high achievers on this particular examination. Only 5.7% of the students scored 80% or better.

Part A: Written Response

Students responded well to the writing assignments, often with fresh and creative ideas. On Section I: Personal Response to Literature, the vast majority of students (83.7% to 92.9%) scored Adequate or better depending upon the reporting category being examined. On Section II: Functional Writing, again the majority of students (78.3% to 81.9%) scored Adequate or better depending upon the reporting category being examined. On Section III: Critical Response to Literature, students scored well on Thought and Detail, with 45.4% to 58.5% receiving full marks depending on the question being addressed. Students also scored well on Writing Skills (Matters of Convention), with 82.6% scoring Adequate or better. Overall, students performed better than expected on the written section of the English 33 Diploma Examination.

Part B: Reading (Multiple Choice)

Achievement on Part B: Reading (Multiple Choice) was about as expected. Depending upon the reporting category or subtest being examined, means vary from 56.3% to 68.5%. The overall mean on Part B: Reading (Multiple Choice) is 31.4 raw score marks out of 50. This is an acceptable standard of achievement.

APPENDIX A

ENGLISH 33 WRITTEN-RESPONSE SCORING GUIDE

Scoring Guide for Section I: Personal Response to Literature

Thought and Detail (Curriculum Concepts 1, 3, 4)

5 **PROFICIENT** writing presents a situation that has been effectively established. Precise details about actions and/or characters are deliberately chosen and add clarity. Retrospection is insightful and mature.

4 **CAPABLE** writing presents a situation that has been clearly and appropriately established. Specific details about actions and/or characters are well-defined and plausible. Retrospection is perceptive.

3 **ADEQUATE** writing presents a situation that has been clearly established. Details about actions and/or characters are clear, but tend to be general. Retrospection is conventional but clearly stated or clearly implied.

2 **LIMITED** writing presents a situation that has been vaguely established. Inappropriate or unclear details about actions and/or characters are haphazardly chosen. Retrospection is obscure or uncertain.

1 **POOR** writing presents an inappropriate or incomprehensible situation. Details about actions and/or characters are unclear, irrelevant, or absent. Retrospection is not present or is confusing.

0 **INSUFFICIENT** writing is of insufficient length or completely off-topic, or is writing in which the assignment has not been attempted.

Organization (Curriculum Concepts 2, 3, 4)

5 **PROFICIENT** writing presents an introduction designed to promote further reading. The middle is developed so that sentences flow smoothly and coherently to an appropriate and effective conclusion.

4 **CAPABLE** writing presents an effective introduction. The middle is developed so that sentences are coherently related. The conclusion is appropriate.

3 **ADEQUATE** writing presents a functional introduction, a middle, and a conclusion. Sentences are generally related, but coherence falters on occasion.

2 **LIMITED** writing lacks either an introduction or a conclusion. Relationships among sentences are frequently unclear.

1 **POOR** writing lacks an introduction, a conclusion, and coherence.

0 **INSUFFICIENT** writing is so deficient in length that it is not possible to assess the organization of the material.

Scoring Guide for Section I (continued)

Matters of Choice (Curriculum Concept 3)

5 PROFICIENT writing presents a selection and use of words and structures that is accurate and generally effective. Words are correctly used, and many sentences have been deliberately structured for effect.

4 CAPABLE writing presents a selection and use of words and structures that is generally accurate and frequently effective. Words are seldom misused, and some sentences have been deliberately structured for effect.

3 ADEQUATE writing presents a selection and use of words and structures that is generally accurate and occasionally effective. Most words and structures are used correctly, but attempts to structure sentences for effect are rare.

2 LIMITED writing presents a selection and use of words and structures that is frequently inaccurate and ineffective. Many words and structures are misused. No attempt is made to use sentence structure for effect.

1 POOR writing presents a selection and use of words and structures that is generally inaccurate and ineffective. Words and structures are misused to such an extent that clarity suffers.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess matters of choice.

Matter of Convention (Curriculum Concept 3)

5 PROFICIENT writing is essentially free from errors in spelling, punctuation, and grammar. These errors seldom impede the communicative power of the composition.

4 CAPABLE writing has occasional errors in spelling, punctuation, and grammar. These errors seldom impede the communicative power of the composition.

3 ADEQUATE writing has several errors in spelling, punctuation, and grammar. These errors occasionally impede the communicative power of the composition.

2 LIMITED writing has frequent errors in spelling, punctuation, and grammar. These errors often impede the communicative power of the composition.

1 POOR writing has errors in spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely impede the communicative power of the composition.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess matters of convention.

Scoring Guide for Section II: Functional Writing

Thought and Detail (Curriculum Concepts 1, 3, 4, 5)

5 PROFICIENT writing presents accurate and precise information enhanced by interesting and imaginative details that effectively fulfil the purpose.

4 CAPABLE writing presents accurate information substantiated by interesting and well-defined details that efficiently fulfil the purpose.

3 ADEQUATE writing presents essential information supported by sufficient detail to fulfil the purpose.

2 LIMITED writing lacks essential information. Supporting details are scant and haphazard so that the purpose is only partially fulfilled.

1 POOR writing lacks essential information and supporting details. The purpose is not fulfilled.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess thought and detail.

Writing Skills:

Matters of Choice (Curriculum Concept 3)

5 PROFICIENT writing presents a selection and use of words and structures that is accurate and generally effective. Words are correctly used, and many sentences have been deliberately structured for effect.

4 CAPABLE writing presents a selection and use of words and structures that is generally accurate and frequently effective. Words are seldom misused, and some sentences have been deliberately structured for effect.

3 ADEQUATE writing presents a selection and use of words and structures that is generally accurate and occasionally effective. Most words and structures are used correctly, but attempts to structure sentences for effect are rare.

2 LIMITED writing presents a selection and use of words and structures that is frequently inaccurate and ineffective. Many words and structures are misused. No attempt is made to use sentence structure for effect.

1 POOR writing presents a selection and use of words and structures that is generally inaccurate and ineffective. Words and structures are misused to such an extent that clarity suffers.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess matters of choice.

Scoring Guide for Section II (continued)

Matters of Convention (Curriculum Concept 3)

5 PROFICIENT writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the communicative power of the composition.

4 CAPABLE writing has occasional errors in spelling, punctuation, and grammar. These errors seldom impede the communicative power of the composition.

3 ADEQUATE writing has several errors in spelling, punctuation, and grammar. These errors occasionally impede the communicative power of the composition.

2 LIMITED writing has frequent errors in spelling, punctuation, and grammar. These errors often impede the communicative power of the composition.

1 POOR writing has errors in spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely impede the communicative power of the composition.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess matters of convention.

Scoring Guide for Section III: Critical Response to Visual Communication

(Curriculum Concepts 1, 3, 4, 5, 13, 14, 16, 17)

1. State TWO ideas that are suggested by the way the cartoonist has drawn the first taxpayer. Refer to specific details in the cartoon to support each of your ideas.

   Thought and Detail: Two marks are to be awarded for the two ideas suggested by the way the cartoonist has drawn the first taxpayer. Two marks are to be awarded for identification of details from the cartoon to support the ideas suggested.

   Possible answers:

   1. The first taxpayer is an occupational stereotype and represents farmers. He is dressed in work boots, overalls, a plaid shirt, and "cat" hat.

   2. The cartoonist is suggesting that taxpayers are dishonest. The first taxpayer's fingers are crossed behind his back showing that he is lying. His halo and facial expression suggest false innocence. His nose reminds us of Pinocchio.

   3. The first taxpayer is worried. Beads of perspiration are forming on his forehead.

   4. The first taxpayer lacks confidence. He is not looking the bureaucratic beaver straight in the eyes.

   5. The first taxpayer has a guilty conscience. He is sweating and is wearing an insecure smile.

      Students may present ideas not suggested by the marking guide. Each answer is to be judged on its own merit.

2. Explain how you would feel if you were the beaver. Give TWO reasons to support your answer.

   Thought and Detail: One mark is to be awarded for an acceptable answer to the question. One mark is to be awarded for each of the two supporting reasons.

   Possible answers:

   The beaver might feel suspicious, irritated, angry, upset, concerned, incredulous, disbelieving, surprised, shocked, forceful, powerful, or amused.

   Students may identify feelings not listed above. The reasons given should clearly support the feeling described in answer to the question. Each answer must be judged on its own merit.

Scoring Guide for Section III (continued)

3. State the MAIN idea suggested by the cartoon. Refer to TWO details in the cartoon to support your view.

Thought and Detail: One mark is to be awarded for an acceptable main idea. One mark is to be awarded for each of the supporting details from the cartoon.

Possible answers:

1. Taxpayers cheat on their taxes. All of the taxpayers in the cartoon are dishonest; all have long noses, and some have falsely innocent or blatantly guilty expressions on their faces.

2. The country's tax system is unfair and unjust. It makes taxpayers feel like criminals. The taxpayers in the cartoon have been made to feel like liars and cheats by a suspicious and unfeeling bureaucracy.

Students may present acceptable answers not suggested by the marking guide. Supporting detail should be appropriate to the interpretation chosen. Each answer must be judged on its own merit.

Writing Skills

Ten marks are assigned for accuracy and clarity of expression. These marks are to be awarded on the basis of the skills shown in all three of the questions in Section III. The scoring guide follows.

Writing Skills (Matters of Convention)

5 PROFICIENT writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the communicative power of the composition.

4 CAPABLE writing has occasional errors in spelling, punctuation, and grammar. These errors seldom impede the communicative power of the composition.

3 ADEQUATE writing has several errors in spelling, punctuation, and grammar. These errors occasionally impede the communicative power of the composition.

2 LIMITED writing has frequent errors in spelling, punctuation, and grammar. These errors often impede the communicative power of the composition.

1 POOR writing has errors in spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely impede the communicative power of the composition.

0 INSUFFICIENT writing is so deficient in length that it is not possible to assess matters of convention.

NCS Trans Optic MB08 17231 321 Printed in U.S.A.

Alberta
EDUCATION

SCORING SHEET

ENGLISH 33

3115 COURSE CODE | 50001 INDEX NO

READER'S I.D. NUMBER

1 2 3 ← 1

10 ← 1

READING # 1

BLANK BOOKLET ○ ← 2

3 ← NO RESPONSE ○

1. PERSONAL

	0	1	2	3	4	5
THOUGHT AND DETAIL	○	○	○	●	○	○
ORGANIZATION	○	○	○	●	○	○
MATTERS OF CHOICE	○	○	○	●	○	○
MATTERS OF CONVENTION	○	○	○	●	○	○

4 ←

2. FUNCTIONAL

NO RESPONSE ○ ← 5

	0	1	2	3	4	5
THOUGHT AND DETAIL	○	○	○	●	○	○
MATTERS OF CHOICE	○	○	●	○	○	○
MATTERS OF CONVENTION	○	○	○	●	○	○

6 ←

3. CRITICAL

8 ←

	0	1	2	3	4	
QUESTION 1:	○	○	○	●	○	NO RESPONSE ○
QUESTION 2:	○	○	○	●		NO RESPONSE ○
QUESTION 3:	○	○	○	●		NO RESPONSE ○

7 ←

WRITING SKILLS: QUESTIONS 1-3 INCLUSIVE

0	1	2	3	4	5
○	○	○	●	○	○

9 ←

FOR OFFICE USE ONLY

IDENTIFICATION

3115 COURSE CODE | 50001 INDEX NO

English 33
Using the Scoring Sheet
USE HB PENCIL

1. Insert your reader number in figures, fill in the bubbles.
2. If no questions have been answered, fill in this bubble.
3. If there is no response to the Personal Response Assignment, fill in this bubble.
   OR
4. Score the Personal Response Assignment by filling in the appropriate bubble for each scale.
5. If there is no response to the Functional Assignment, fill in this bubble.
   OR
6. Score the Functional Assignment by filling in the appropriate bubble for each scale.
7. Score each of the three questions by filling in the appropriate bubbles.
8. Fill in the appropriate bubble(s) if a question (or questions) is omitted.
9. Score the Writing Skills for Critical questions 1-3 inclusive by filling in the appropriate bubble.
10. This answer sheet is for Reading #1. The other sheets, for Reading #2 and Reading #3, will be completed in the same manner by the second and third markers.

Turn to the back cover of the test booklet and enter your Marker Number in the appropriate box.

INDIVIDUAL MARKER FINAL PERFORMANCE REPORT - ENGLISH 33

DATE: 20/ 3/84

MARKER: 000

NUMBER OF PAPERS SCORED: 172 AVERAGE FOR ALL MARKERS: 167.
PERCENT OF PAPERS REQUIRING RESCORING: 4.7% AVERAGE FOR ALL MARKERS: 4.1%

THE FOLLOWING TABLES WILL ALLOW YOU TO COMPARE THE SCORES YOU HAVE GIVEN TO THE PAPERS YOU HAVE SCORED TO THE AVERAGES FOR ALL MARKERS ON ALL PAPERS SCORED. THE FIRST TABLE SHOWS THE FREQUENCY IN PERCENT WITH WHICH YOU AWARDED SCORES IN EACH CATEGORY FOR EACH MARKING SCALE, AND THE PERCENTAGE OF ALL SCORES FROM ALL MARKERS FOR THE SAME CATEGORY.
SINCE A DIFFERENT SELECTION OF PAPERS WAS MARKED BY EACH MARKER, SOME VARIATION IS EXPECTED.

SCALE BY SCALE CATEGORY FREQUENCIES IN PERCENT

SCALE NAME		0	1	2	3	4	5
PERSONAL RESPONSE							
THOUGHT AND DETAIL	ALL MARKERS	0.6	2.2	16.7	48.7	26.8	5.0
	MARKER 000	0.0	2.3	5.8	44.8	40.1	6.4
ORGANIZATION	ALL MARKERS	0.5	0.9	10.1	49.7	32.8	6.0
	MARKER 000	0.6	0.6	4.1	46.3	43.0	3.5
MATTERS OF CHOICE	ALL MARKERS	0.5	2.6	15.4	52.6	24.2	4.7
	MARKER 000	0.6	2.3	9.3	57.6	27.9	2.3
MATTERS OF CONVENTION	ALL MARKERS	0.5	4.4	15.0	37.5	33.1	9.3
	MARKER 000	0.6	7.0	15.1	45.3	27.3	4.7
FUNCTIONAL WRITING							
THOUGHT AND DETAIL	ALL MARKERS	1.2	2.9	21.7	46.5	22.3	3.4
	MARKER 000	3.9	0.0	9.9	41.3	39.5	6.4
MATTERS OF CHOICE	ALL MARKERS	1.2	2.8	10.0	55.9	19.4	2.7
	MARKER 000	3.9	2.3	12.2	52.9	26.5	1.2
MATTERS OF CONVENTION	ALL MARKERS	1.2	4.5	15.4	39.9	30.8	8.1
	MARKER 000	2.9	7.0	8.7	46.8	27.3	5.2
CRITICAL RESPONSE							
CRITICAL QUEST. 1	ALL MARKERS	5.1	4.0	21.1	13.9	56.0	
	MARKER 000	0.6	5.2	9.9	4.7	79.7	
CRITICAL QUEST. 2	ALL MARKERS	7.1	5.8	38.0	46.1		
	MARKER 000	1.3	2.9	14.0	82.0		
CRITICAL QUEST. 3	ALL MARKERS	19.0	13.6	22.9	44.5		
	MARKER 000	7.6	8.7	16.9	66.9		
WRITING SKILLS	ALL MARKERS	0.6	4.3	15.5	42.5	30.2	6.8
	MARKER 000	0.0	7.0	15.1	51.2	23.3	3.5

For the Personal Response to Literature: Thought and Detail scale 2.2% of all marks awarded were 1's, 16.7% were 2's, and 48.7% were 3's. Marker 000 gave approximately the same number of 1's (2.3%) and fewer 2's (5.8%) and 3's (44.8%).

THE SECOND TABLE INDICATES THE AMOUNT AND DIRECTION OF VARIATIONS FROM THE FINAL SCORE ASSIGNED TO A PAPER ON EACH SCALE. ON THIS TABLE, MARKERS ARE COMPARED TO OTHER MARKERS ON THE SCORES THEY ASSIGNED TO PAPERS MARKED IN COMMON.
A NEGATIVE DISCREPANCY IS A SCORE BELOW THE FINAL SCORE.

SCALE BY SCALE FREQUENCIES OF MARKER VARIATION FROM FINAL SCORE IN PERCENT

SCALE NAME		-5	-4	-3	-2	-1	0	1	2	3	4	5
PERSONAL RESPONSE												
THOUGHT AND DETAIL	ALL MARKERS	0.0	0.0	0.1	1.2	13.7	69.0	14.4	1.5	0.1	0.0	0.0
	MARKER 000	0.0	0.0	0.0	1.2	9.3	69.8	16.9	2.9	0.0	0.0	0.0
ORGANIZATION	ALL MARKERS	0.0	0.0	0.1	1.0	13.6	69.3	14.8	1.4	0.1	0.0	0.0
	MARKER 000	0.0	0.0	0.0	1.7	8.1	71.5	16.9	1.7	0.0	0.0	0.0
MATTERS OF CHOICE	ALL MARKERS	0.0	0.0	0.1	1.1	12.9	71.3	13.7	1.1	0.1	0.0	0.0
	MARKER 000	0.0	0.0	0.0	0.6	11.6	77.9	9.3	0.6	0.0	0.0	0.0
MATTERS OF CONVENTION	ALL MARKERS	0.0	0.0	0.1	1.7	15.0	66.2	15.1	1.7	0.2	0.0	0.0
	MARKER 000	0.0	0.0	0.0	2.3	23.3	66.3	8.1	0.0	0.0	0.0	0.0
FUNCTIONAL WRITING												
THOUGHT AND DETAIL	ALL MARKERS	0.0	0.0	0.0	1.0	13.6	70.5	14.0	0.9	0.0	0.0	0.0
	MARKER 000	0.0	0.0	0.0	0.0	4.1	66.3	26.5	3.2	0.0	0.0	0.0
MATTERS OF CHOICE	ALL MARKERS	0.0	0.0	0.1	0.6	12.5	72.9	12.7	1.0	0.0	0.0	0.0
	MARKER 000	0.0	0.0	0.0	0.0	12.2	71.5	16.3	0.0	0.0	0.0	0.0
MATTERS OF CONVENTION	ALL MARKERS	0.0	0.0	0.1	1.5	14.2	67.6	14.9	1.7	0.1	0.0	0.0
	MARKER 000	0.0	0.0	0.0	1.2	14.0	73.3	11.0	0.6	0.0	0.0	0.0
CRITICAL RESPONSE												
CRITICAL QUEST. 1	ALL MARKERS		0.1	0.2	4.8	9.1	76.6	6.7	2.4	0.1	0.1	
	MARKER 000		0.0	0.0	0.6	2.6	83.7	9.3	2.3	0.6	0.6	
CRITICAL QUEST. 2	ALL MARKERS			0.3	1.8	12.3	74.6	10.0	0.9	0.1		
	MARKER 000			0.0	0.0	3.5	75.6	16.9	3.5	0.6		
CRITICAL QUEST. 3	ALL MARKERS			0.9	2.1	9.7	76.6	8.3	1.8	0.6		
	MARKER 000			0.0	0.0	0.6	77.9	14.5	5.6	1.2		
WRITING SKILLS	ALL MARKERS	0.0	0.0	0.1	1.1	14.3	68.4	14.6	1.5	0.1	0.0	0.0
	MARKER 000	0.0	0.0	0.0	2.9	23.3	65.7	7.6	0.6	0.0	0.0	0.0

For the Personal Response to Literature: Thought and Detail scale, all markers gave the median mark of the three awarded marks to each paper 69.0% of the time. They gave marks 1 below the median 13.7% of the time, and marks 1 above the median 14.4% of the time. Marker 000 was on the median 69.8% of the time, 1 below the median 9.3% of the time, and 1 above the median 16.9% of the time.

NOTE: ZERO SCORES INCLUDE BLANKS, NO RESPONSE, AND INSUFFICIENT RANKINGS.

POOR

QUALITY

ORIGINAL